

DiNardo

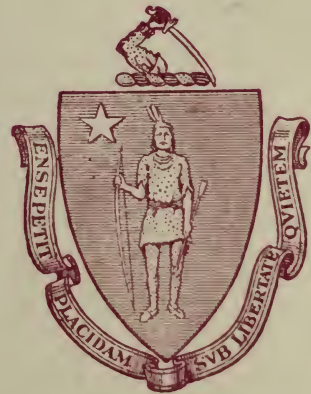
STATE COLLEGE

AT

BRIDGEWATER,

MASSACHUSETTS

1962 - 1964



The Commonwealth of Massachusetts

Publication of this Document approved by Bernard Solomon, State Purchasing Agent.

Form Ed.-BSC-6. 5M-6-60-928350. Estimated cost per copy: \$.25.



The Commonwealth of Massachusetts
Department of Education

STATE COLLEGE
at
BRIDGEWATER

FOUNDED IN 1840



ACCREDITED BY
National Council for Accreditation of Teacher Education

MEMBER OF
New England Association of Colleges and Secondary Schools

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION

BOARD OF EDUCATION

MR. STUART MacMILLAN, Chairman
MRS. ROBERT A. PEDERSON, Vice-Chairman
MR. JOSEPH SALERNO, Secretary

DR. JOHN W. McDEVITT
DR. ALEXANDER BRIN
DR. LEO C. DONAHUE

MRS. ALICE M. LYONS
DR. WILLIAM E. PARK
MR. PHILIP J. DRISCOLL

DR. OWEN B. KIERNAN, Commissioner of Education
MR. WILLIAM F. YOUNG, Deputy Commissioner of Education
DR. D. JUSTIN MCCARTHY, Director, Division of State Colleges
DR. FRANCIS X. GUINDON, Assistant Director, Division of State Colleges
MR. EDWARD M. GILPATRICK, Business Agent
MR. GERALD F. LAMBERT, Assistant Business Agent

TABLE OF CONTENTS

Faculty	5
History of the College	9
The Bridgewater Purpose	11
Student Activities	12
Requirements for Admission and Graduation	13
Expenses	17
Loans	18
Residence Halls	19
Curricula	19
Departments	
Art	21
Biological Sciences	22
Earth Sciences	25
Economics	27
Education	27
English	32
Health and Physical Education for Men	37
Health and Physical Education for Women	38
Handwriting	44
History and Political Science	45
Library Science	49
Mathematics	50
Music	51
Physical Sciences	
Chemistry	52
Physics	53
Sociology	54
Speech	55

FACULTY

CLEMENT C. MAXWELL, President

A.B., Holy Cross College; A.M., Ph.D., Fordham University

OTIS E. ALLEY Professor, Physical Science
B.S., A.M., Ph.D., Boston University

ROBERT J. BARNETT Assistant Professor, Speech
A.B., Juniata College; M.A., Pennsylvania State University

RALPH S. BATES Professor, History
A.B., A.M., University of Rochester; A.M., Ph.D., Harvard University

BEATRICE I. BOUCHARD Associate Professor, Library Science
B.E., Catholic Teachers College; M.A., Boston College; M.S., Simmons College

PATRICIA BURT
B.L.I., Emerson College; M.A., University of Colorado

MARY I. CALDWELL Assistant Professor, Health & Physical Education
B.S., University of Wisconsin; M.A., New York University

MARGARET C. CASSIDY Assistant Professor, Art
B.S. in Ed., Framingham State Teachers College; M.S., University of Massachusetts; M.A., Pius XII Institute, Florence, Italy

BARBARA A. CHELLIS Instructor, English
B.S., Simmons College; M.A., Ph.D., Brandeis University

NETTIE H. CHIPMAN Instructor, English
B.L.I., Emerson College; A.M., Boston University

ELIZABETH M. CIRINO Professor, Biology
B.S. in Ed., Bridgewater State Teachers College; A.M., Ph.D., Boston University

STANLEY L. CLEMENT Associate Professor, Education
B.S., Colby College; M.A., University of Maine; Ed.D., Boston University

ANN O. COAKLEY Instructor, Health and Physical Education
B.S., Boston University; M.Ed., University of North Carolina

WILLIAM R. COLE Instructor, History
A.B., University of Massachusetts, A.M., Boston University

CATHERINE E. COMEAU Assistant Professor, Health & Physical Education
B.S., Boston University; M.A., Columbia University

JOSEPH J. CORKERY Associate Professor, Education
A.B., A.M., Boston College

ALEX CORRIERE Assistant Professor, French; Department Chairman
A.B., Lafayette College; A.M., Columbia University; Ph.D., University of North Carolina

ROBERT A. DANIEL Assistant Professor, Art
A.B., Howard University; M.A., State University of Iowa; Ed.D., Pennsylvania State University

JOHN L. DAVOREN Associate Professor, English
B.L.I., Emerson College; M.Ed., Hyannis

JANE DECKER
A.B., Mount Holyoke; M.S., Yale University

NORMAN C. DELANEY Instructor, History
B.S. in Ed., Salem State Teachers College; A.M., Boston University

JOSEPH DeROCCO Assistant Professor, English
B.A., M.A., Columbia University

V. JAMES DI NARDO Associate Professor, Education
B.S. in Ed., Bridgewater State Teachers College; Ed.M., Ed.D., Boston University

GERALD J. DOIRON Instructor, History
A.B., University of Maine; M.A., University of Rhode Island

- PHILIP R. DOOLEY** Assistant Professor, Education
A.B., St. Anselm's College; Ed.M., Tufts University
- GEORGE H. DURGIN** Associate Professor, Mathematics
A.B., Ed.M., Harvard University
- DOROTHY R. FERRY** Instructor, Music
B.Mus., M.Mus.Ed., Boston University
- JORDAN D. FIORE** Professor, History and Political Science;
Department Chairman
B.S. in Ed., Bridgewater State Teachers College; A.M., Ph.D., Boston University
- CHARLES E. FOTH** Associate Professor, History
B.A., M.A., Amherst College
- IRA E. FURLONG** Instructor, Earth Science
A.B., M.A., Ph.D., Boston University
- ELIZABETH A. GAFFNEY** Instructor, Health and Physical Education
B.S., Boston University; M.P.H., University of Michigan
- VINCENT A. GANNON** Instructor, English
B.S. in Ed., Boston University; A.M., Harvard University
- MARY L. GLOSTER** Instructor, Library Science
B.S. in Ed., Bridgewater State Teachers College; M.S. in L.S., Simmons College
- M. Francis Quinn*
GEORGE W. GREEN Professor, English
A.B., Holy Cross College; A.M., Ph.D., Harvard University
- DANIEL F. HARRIGAN, JR.** Associate Professor, Handwriting
B.S. in Ed., Salem State Teachers College
- LEE F. HARRINGTON** Assistant Professor, Mathematics
A.B., Holy Cross College; M.Ed., Bridgewater State Teachers College
- CHARLES HAWKINS** Instructor, Sociology
B.A., Reed College; M.A., Ph.D., University of Chicago
- MARJORIE E. HAYWARD** Instructor, Sociology
B.Mus., New England Conservatory of Music; M.Ed., Bridgewater State Teachers College
- JANE HERRICK** Associate Professor, History
B.A., College of St. Teresa; M.A., Ph.D., Catholic University
- FRANK J. HILFERTY** Professor, Biology; Department Chairman
B.S. in Ed., Bridgewater State Teachers College; Ph.D., Cornell University
- ELIZABETH HOLLIS** Associate Professor, Education
B.S. in Ed., Boston University; M.A., Columbia University
- KENNETH J. HOWE** Associate Professor, Biology
B.A., M.S., University of Rochester, Ph.D., Cornell University
- PAUL HUFFINGTON** Professor, Earth Science; Department Chairman
B.Ed., Illinois State Normal University; A.M., Clark University
- STEPHANIE O. HUSEK** Professor, History
B.A., Seton Hill College; Ph.D., Charles University, Prague
- VIRGINIA C. JOKI** Instructor, English
A.B., Radcliffe College; M.A., University of Wisconsin
- T. LEONARD KELLY** Professor, Physical Sciences; Department Chairman
A.B., M.S., Holy Cross College; M.A., Columbia University
- OLIVE LEE** Instructor, Library Science
A.B., Radcliffe College; B.S. in Library Science, University of North Carolina
- HARRY A. LEHMAN** Associate Professor, Health and Physical Education;
Department Chairman
B.S., M.Ed., Springfield College
- EVELYN R. LINDQUIST** Associate Professor, Education
B.S. in Ed., Bridgewater State Teachers College; M.Ed., Boston University

- KATHERINE F. LOMAX** Instructor, English
B.A., Brown University; M.A., Boston College
- IVA V. LUTZ** Professor, Education
B.S. in Ed., M.A., Columbia University
- AGRIPPINA A. MACEWICZ** Assistant Professor, Earth Science
B.S. in Ed., Worcester State Teachers College; A.M., Clark University
- HENRY M. MAILLOUX** Assistant Professor, Library Science
B.S. in Ed., Fordham University; M.A., Columbia University
- WALTER L. MAYO** Assistant Professor, Music; Department Chairman
A.B., Boston College; M.Mus.Ed., Boston University
- CHARLES B. McMULLEN** Professor, Dean of Studies
B.S., A.M., Columbia University
- ANNABELLE M. MELVILLE** Professor, History
A.B., New York State College for Teachers, Albany; Ph.D.; Catholic University
- LAWRENCE B. MISH** Assistant Professor, Biology
A.B., University of Connecticut; A.M., Ph.D., Harvard University
- MARY L. (MOORE) JARVIS** Assistant Professor, English
B.S. in Ed., M.Ed., Bridgewater State Teachers College; M.A., Middlebury College
- MARY J. MORIARTY** Professor, Health and Physical Education;
Department Chairman
A.B., Villa Maria College; B.S., Ed.M., Ed.D., Boston University
- DANIEL J. NOONAN** Associate Professor, Economics
A.B., Boston College; Ed.M., Harvard University
- ROSE H. O'CONNELL** Assistant Professor, Sociology
B.A., Catholic University; M.A., Radcliffe College
- JOSEPH M. PAGANO** Instructor, Physical Sciences
B.S., Massachusetts Institute of Technology, M.S., Boston College
- PATRICIA A. PHILLIPS** Instructor, Health and Physical Education
B.S. in Ed., Bridgewater State Teachers College; Ed.M., Boston University
- MIRIAM M. REINHART** Professor, Speech and Drama; Department Chairman
B.A., Reed College; M.A., University of Washington; Ph.D., New York University
- HENRY ROSEN** Associate Professor, Education
A.B., Dartmouth College; A.M., Ed.D., Boston University
- ROBERT RUCKER** Associate Professor, Earth Science
B.Ed., Illinois State Normal University; A.M., Clark University
- ELLEN M. SHEA** Professor, Education
B.S. in Ed., Bridgewater State Teachers College; Ed.M., Boston University; Ph.D., University of Connecticut
- SAMUEL N. SHEINFELD** Professor, English; Department Chairman
A.B., Ed.M., A.M., Ed.D., Harvard University
- MARGARET BORDEN SOUSA**
B.S. in Ed., Bridgewater State Teachers College; M.S., Boston College
- EDWARD C. SWENSON** Associate Professor, Health and Physical Education
B. S. in Ed., Boston College; Ed.M., Boston University
- DORIS E. TEBBETTS** Assistant Professor, Art; Department Chairman
B.S. in Ed., Massachusetts School of Art; M.A., University of Minnesota
- BALFOUR S. TYNDALL** Associate Professor, Education
A.B., University of Maine; Ed.M., Harvard University
- CORA M. VINING** Assistant Professor, Library Science
B.S. in Ed., Bridgewater State Teachers College; B.L.S., Simmons College; A.M., Boston University

WILLIAM J. WALL, JR. Professor, Biology
B.S., M.S., University of Massachusetts; Ph.D., University of California

JOSEPH H. WATERS Instructor, Biology
B.S., M.S., University of Michigan, Ph.D., University of Connecticut

GEORGE A. WEYGAND Assistant Professor, Physical Sciences
B.S. in Ed., M.Ed., Bridgewater State Teachers College

FREDERICK L. WOOD Instructor, Mathematics
B.S., M.S., Brown University

MARTHA M. BURNELL SCHOOL

DORIS M. SPRAGUE, Assistant Professor, Principal
B.S. in Ed., M.Ed., Bridgewater State Teachers College

GLADYS L. ALLEN Instructor, Grade Two
Machias Normal School, Farmington

LOUISE H. BORCHERS Instructor, Grade Five
B.S. in Ed., M.A., Boston University

RUTH GAMSON Assistant Professor, Grade One
B.S. in Ed., M.Ed., Bridgewater State Teachers College

ELOIS GODFREY Instructor, Grade Three
B.S. in Ed., M.Ed., Bridgewater State Teachers College

ELIZABETH M. HIGGINS Instructor, Grade Four
B.S. in Ed., Bridgewater State Teachers College; Ed.M., Boston University

HELEN L. HULSMAN Assistant Professor, Grade Six
B.S. in Ed., Bridgewater State Teachers College; Ed.M., Boston

MARY L. MARKS Instructor, Kindergarten
Wheelock School

RICHARD M. MENICE Instructor, Grade Five
B.S. in Ed., Bridgewater State Teachers College; Ed.M., Northeastern University

RITA K. NADAL Assistant Professor, Grade Six
B.S. in Ed., Framingham State Teachers College; Ed.M., Boston University

BARBARA F. POE'SEPP Assistant Professor, Grade Three
B.S. in Ed., M.Ed., Bridgewater State Teachers College

ELLEN RUCKER Instructor, Grade Four
B.S. in Ed., Hyannis State Teachers College; M.Ed., Bridgewater State Teachers College

RUTH S. TILTON Instructor, Grade One
B.S. in Ed., M.Ed., Bridgewater State Teachers College

DOROTHY E. WOOD Assistant Professor, Grade Two
B.S. in Ed., Bridgewater State Teachers College, M.Ed., Boston University

HISTORY

The story of Horace Mann is familiar to all in Massachusetts. He, more than any other one individual, was responsible for the ideal of "a trained teacher for every child." With the help of many who joined him, he succeeded in persuading the General Court to try the experiment of Normal Schools for the training of teachers.

Of the three schools thus opened, Bridgewater was one, and it has continued ever since, with no loss of time, in the place where it began its work. Normal School, Teachers College, Bridgewater, has had an uninterrupted tradition. Throughout its more than one hundred years of service to the children and youth of the Commonwealth; Bridgewater ideals, "the Bridgewater spirit," have had a very real existence and influence in the field of education.

In 1932, by act of the General Court, Bridgewater, together with the other State Normal Schools, became a State Teachers College. The change, which brought the teacher training institutions of Massachusetts into line with other similar institutions, gave them the needed prestige and the authority to grant the degree now considered essential to graduates.

In 1960 an act of the General Court empowered the Board of Education to change the names of the State Teachers Colleges to State Colleges as another step in the expansion of their programs. On September 1, 1960, the official name of the school was changed to the State College at Bridgewater.

The State College at Bridgewater is modern in building and equipment. On its campus are Boyden Hall which contains classrooms, laboratories, locker and rest rooms for commuting students, the Horace Mann Auditorium, and administration offices; the new college library well suited to meeting the needs of a growing student body and a growing faculty; Tillinghast Hall, with dining hall, large and small reception rooms, kitchen, and dormitory rooms for women students and employees and alumni offices; Woodward Hall, the larger of the dormitories, with reception rooms, kitchenette, and recreation rooms; a third dormitory for women and a new dormitory for men will open in the academic year 1960-61; Burnell School, an elementary school under state control, where members of the junior class spend their first period of practice working under critic teachers; Gates House, the President's residence; and the heating and lighting plant. Playing fields, a large garden and a greenhouse add to the usefulness and attractiveness of the grounds. On lower campus stand the new gymnasium and swimming pool, completely modern and functional, to serve well the members of the student body and to help promote the development of the whole man—"mens sana in corpore sano."

Bridgewater is so near Boston that students share the cultural advantages of that city. Every year large groups visit the Flower Show, the Arboretum, the museums, operas, theatres, and symphony concerts, while smaller groups make various excursions to other points of interest in many places.

The number of students admitted to the college is limited. Conditions of admission are designed to select, as far as possible, students who sincerely desire to live up to the college motto, "Not to be ministered unto, but to minis-

ter.” The following quotation from the Bridgewater catalogue of 1844 still remains true:

“This institution . . . claims . . . to afford aid and encouragement to those faithfully striving to learn their duty. Such, only, are wanted at this School. It should be distinctly understood that this School has no power to make good teachers of the dull or idle. . . . A teacher must educate himself. This institution will assist him.”

The “Bridgewater spirit” has been a reality for more than a hundred and twenty years. It is a great heritage still carrying inspiration to Bridgewater students.

THE BRIDGEWATER PURPOSE

The Bridgewater of today might amaze Mann, Tillinghast, and Conant who wrought in a generation that built its schools of spirit and zeal, with just a few boards and a little plaster added for good measure. They would find no change, however, in the essence of the Bridgewater purpose and the Bridgewater meaning. Our task is not the creation of great halls and buildings, necessary though they be, but rather it is to fan into an all consuming flame the spark hit off from the genius and wisdom of our founding fathers.

Naturally we are far more interested in the young men and women who come to us seeking teacher education than we are in the physical properties of the College. Buildings, equipment, and conveniences serve only as they help to achieve our objective—the development of the whole man for the noble profession of teaching.

With Van Dyke we think that education should create men who can see clearly, image vividly, think steadily, and will nobly. Thus our students are taught in class and on campus the values that constitute the good man, the good citizen, the good teacher, the teacher who enters his profession with a deeply serious sense of dedication and a full, rich appreciation of the good and the true.

The Bridgewater ideal permeates all curricula: the cultural studies and the professional courses, the spirit breathed into its simple beginning by men who encouraged learning not as an end but as a means, the spirit that makes for unselfish service, ministering to others.

The faculty tries diligently to discharge its duties as a shaper of the teaching mind and heart, as a molder of the teaching attitude. In the years since Mann's day more than ten thousand alumni have carried Alma Mater's good word to the corners of the earth, adhering loyally to the Bridgewater way and the Bridgewater spirit.

In these words of the late Calvin Coolidge the reader will find a distillation of the objectives and goals which our founders and their successors have made a part of the college fabric:

"The defenses of the Commonwealth are not material but spiritual. Her fortifications, her castles are her institutions of learning. Those who are admitted to our schools tread the ramparts of our state. The classic halls are the armories from which are furnished forth the knights in armor to defend and support our liberty. For such high purpose have our schools been called into being. A firm foundation of the Commonwealth. A defender of righteousness. Let their towers continue to rise, showing forth the way, the truth, and the light."

STUDENT ACTIVITIES

General Statement: A varied program of activities is carried on at the college with a fourfold purpose: recreation, social enjoyment, cultural opportunities, and training in leadership. So many clubs and groups are meeting that every student should be able to find one from which he may derive pleasure and profit. Besides, he will find his experiences valuable when he assumes responsibility as a teacher in the activities program of his school.

Alpha—Yearbook
Association for Childhood Education
Audio-Visual Education Club
Bradford Fellowship
Campus Comment
Canterbury Club
Christian Fellowship
Dormitory Council
Dramatic Club
French Club
Garden Club
Glee Club
Herodotus Club
Kappa Delta Pi (Honor Society in Education)
Menorah Club
Men's Athletic Association
Men's Club
Modern Dance Club
Newman Club
Organ Club
Physical Education Majors Club
Red Cross Club
The Student Cooperative Association
Upper Elementary Club
Wesley Club
Women's Day Student Organization
Women's Recreation Association

REQUIREMENTS FOR ADMISSION

Effective September, 1961

I. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

Candidate must have a high school diploma or equivalent preparation.

3. Completion of Sixteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Interview.

A satisfactory personal interview of each candidate by faculty members of the college is required.

5. Personal Characteristics.

The results of the personal interview and the moral character of the candidate must, in the judgment of the President of the College, warrant the admission of the candidate. The recommendation of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

6. Successful completion of the College Entrance Examination Board Scholastic Aptitude Tests and/or other tests prescribed by the Department of Education.

II. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State College or the Massachusetts College of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year.

III. Time of Admission.

1. Plan I applicants (see IV A below) may file applications and may be admitted provisionally on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half year of the senior year which meets the requirements for admission by academic evaluation and on successful completion of the College Entrance Examination Board Scholastic Aptitude Tests and/or other examinations prescribed by the Department of Education.

2. Plan II applicants (see IV B below) may not be granted provisional admission but may submit applications on or after October 1 of the senior year. It is to the advantage of these candidates to submit their applications at an early date.

IV. Methods of Admission.

A. Plan 1.

Admission by academic evaluation is granted to candidates as follows: On the basis of $A = 4$, $B = 3$, $C = 2$, $D = 1$, candidates who have an average of not less than 3.0 in the highest 16 units of high school work will be admitted, provided they have successfully completed the College Entrance Examination Board Scholastic Aptitude Tests and/or other tests prescribed by the Department of Education.

Prescribed—These 16 units must include the following 8 units:

English (including Grade XII)	4 units
American History and Government	1 unit
Algebra	1 unit
Geometry	1 unit
Biology, or Physics, or Chemistry	1 unit

Distribution of units for Applicants Admitted by Evaluation: The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following:

English, 4 units; Social Studies, 4 units; Science, 4 units; Foreign Language, 7 units (no credit accepted for less than 2 units of any one language) ; Mathematics, 4 units; and Physical Education, 1 unit.

B. Plan II.

Students who are not eligible for admission by academic evaluation as described in the foregoing, but who possess a high school diploma or its equivalent, are interested in teaching, and qualify under General Qualifications stated under I, may be admitted to the State Colleges on successful completion of the College Entrance Examination Board Scholastic Aptitude

Test and/or other tests prescribed by the Department of Education provided they present high school credits in the following subjects:

English through Grade XII	4 units
American History and Government	1 unit
Mathematics	2 units
Science	1 unit

The standing of the applicant will be determined by the examination scores and the prescribed high school credits.

V. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined as follows:

A. Plan I candidates.

The position of these candidates will be determined according to the numerical evaluation as described under IV A.

B. Plan II candidates.

The position of these candidates will be determined according to a numerical grade including an evaluation of the prescribed high school credits and the entrance examination score.

The eight prescribed high school credits will be evaluated as follows:

$$A = 4$$

$$B = 3$$

$$C = 2$$

$$D = 1$$

Vacancies occurring between examinations will be filled from the established list. Candidates on a waiting list will have preference over all candidates (whether Plan I or Plan II) who become eligible for admission at subsequent examination dates.

VI. Place and Time of Examinations.

Applicants for admission will be required to take the College Entrance Examination Board Scholastic Aptitude Test. These tests are to be given on December 3, 1960, January 14, February 24, March 18, May 20 and August 9, 1961, at convenient locations throughout the state. On January 14, March 18 and May 20, 1961, the Scholastic Aptitude Test will be administered at the State Colleges at Boston, Bridgewater, Salem, Westfield and Worcester beginning at 9 A.M. Information about other test centers should be obtained from the director of admissions at the college, from high school guidance counselors or from the Educational Testing Service, Princeton, New Jersey.

VII. Admission of Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department. All inquiries should be addressed to Director of Admissions at the College.

COLLEGE YEAR BEGINS

September 12, 1960
September 11, 1961

September 10, 1962
September 9, 1963

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all the State Colleges and the Massachusetts College of Art. Under this system grades will be given the following values: A-4 to 5, B-3 to 3.9, C-2 to 2.9, D-1 to 1.9, E-0.

2. The number of quality points a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for the promotion or graduation is 2.0. Students with an average less than 2.0 must withdraw from the college unless permission to repeat the year is given by the Director of the State Colleges on the recommendation of the President for such reasons as illness, home difficulties, and similar circumstances. Students with an average of less than 1.5 at the end of any semester may be dropped from the college. They may be permitted to re-enter with permission of the Director of the State Colleges on the recommendation of the President, for such reasons as illness, home difficulties, and similar circumstances.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance).

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not effected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or when possible, during the regular year. Continuing subjects in which "E" grades have been received, must be successfully repeated before the student may take advanced work. Any student who plans to take a course in another College in substitution for a course failure in Bridgewater must obtain the permission of the instructor in the course failed and the chairman of the department in which the course is offered.

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

I. Fees for Residents of Massachusetts.

1. \$200.00 a year payable in two installments at the beginning of each semester.
2. \$7.00 a semester hour—Courses for part-time day students.
3. \$13.00 a semester hour—Extension and Summer courses.
4. \$11.00 a semester hour—Auditor in Extension and Summer Course.

II. Fees for Non-Residents of Massachusetts.

1. \$600.00 a year payable in two installments at the beginning of each semester.
2. \$21.00 a semester hour—Courses for part-time day students.
3. \$22.00 a semester hour—Extension and Summer courses.
4. \$11.00 a semester hour—Auditor in Extension and Summer courses.

III. Registration Fee.

Each applicant for admission to a Massachusetts State College or the Massachusetts College of Art must pay a registration fee of \$20.00 following notification of acceptance of Admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

IV. Textbooks and Supplies.

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$100.00 a year.

V. Board and Room in the Dormitory Colleges.

Each applicant for a dormitory reservation must pay a dormitory deposit of \$25.00 following notification of admission to a dormitory. This deposit will be deducted from the total dormitory fee of students who attend. It will be forfeited by those who do not attend.

Rates for board and room are established by the State Department of Education. The present annual rate is \$480.00 payable as follows:

Dormitory Deposit	\$25.00
Opening of School, September	95.00
December 1	120.00
February 1	120.00
April 1	120.00

All payments must be made in advance without the presentation of bills. These regulations are subject to change by the Board of Education.

Gymnasium Laundry Fee. All women students participating in Physical Education Activities are required to pay a small fee annually to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is due at the opening of the college year.

Freshmen and Sophomores	\$2.00
Juniors and Seniors	1.50

Physical Education Majors

Freshmen and Sophomores	\$4.00
Juniors and Seniors	3.00

All men participating in physical education activities courses are required to pay a towel rental fee of \$6.00, payable at the opening of the college year.

Other Expenses. Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately \$35.00.

The required gymnasium outfit for women in the regular curricula consisting of special uniform and shower equipment costs approximately \$25.00. Full description with blanks for ordering will be sent out with notification of admission.

The required physical education outfit for men includes a jersey, gym shorts, sweat pants, sweat shirt, athletic supporter, gym socks, shower clogs and towels, the approximate cost of which is \$15.00. All men entering as freshmen or transfer students will be informed as to the procedure of providing information on sizes to the dealer furnishing the uniforms.

LOANS

Alumni and friends of the college have at various times made contributions to the Students' Loan Fund at Bridgewater, established for the purpose of extending aid to needy members of the Junior and Senior classes. This fund is administered by a faculty committee, appointed by the president.

Students in the Sophomore, Junior and Senior classes may apply for loans to aid them in the payment of their college expenses at the office of the Massachusetts Higher Education Assistance Corporation, Statler Building, Boston, Mass.

Students in the Freshman class may apply at their high school or at the business office of this college for information in regard to scholarships from the Massachusetts Scholarship Foundation, Incorporated, 1746 Cambridge Street, Cambridge 38, Mass.

Under the National Defense Student Loan Program any Bridgewater student may apply for a loan under Public Law 85-864. The terms of this loan will be explained at the college business office.

RESIDENCE HALLS

All women who do not live at home are required to live in the dormitories. Exceptions to this rule may be made through the Dean of Women if a student wishes to live with relatives or to work for her room and board in a home approved by the college.

A new dormitory for women will be opened for occupancy at the beginning of the academic year 1960-1961. There are three residence halls for women on campus. Woodward Hall has ninety double rooms and Tillinghast Hall has seventy single rooms. The central dining room is located in Tillinghast Hall.

These dormitories are modern in appointments and facilities. In each there are attractive reception rooms as well as rooms set aside for general recreational purposes and for the enjoyment of radio and television. Students are not allowed to use electric irons or cooking equipment in their rooms; special rooms have been equipped for laundry and kitchenette purposes.

Rooms in these halls are supplied with furniture including mattresses and pillows. Students are required to bring rugs, a shoe bag or box, two clothes bags for laundry, a bath mat, towels, window curtains, bureau covers, and bed covering for single beds. The bed covering should include a mattress pad, four sheets, three pillow cases, and a spread. Extra furnishings may be brought from home.

A reassignment of rooms is made at the end of each college year, preference in choice being given to those who have been longest in the college.

A new dormitory for men will be ready for occupancy some time during the academic year 1961-62. In the meantime rooms are arranged for in private homes near the campus. Assignments are made by the Dean of Men only, from an approved list.

CURRICULA

Secondary Education. This is a four-year program of study designed for students preparing to teach in junior or senior high school, and leading to the degree of Bachelor of Science in Education.

Within the Junior-Senior High School curricula students may choose a particular field of concentration, so that they may major in the subject or combination of subjects for which they plan to prepare themselves as teachers.

Thus, one may elect a major in one of the following fields: Biology, Earth Science, English, French, History, Science-Mathematics, each offering preparation for teaching in the Junior or Senior High School.

Elementary Education. This program comprises four years of study and is designed for students preparing to teach in the first six grades; the degree of Bachelor of Science in Education is awarded for the successful completion of this curriculum.

The Kindergarten—Primary program is an extension of the Elementary Curriculum, with special emphasis on preparation for the teaching in the primary grades.

Health and Physical Education Major Curriculum for Women. This curriculum prepares teachers and supervisors of physical education for Elementary and Secondary Schools and leads to the degree of Bachelor of Science in Education.

DESCRIPTION OF COURSES

The courses offered are listed in alphabetical order according to departments. The numbering of these courses accords strictly with the following plan:

1. Courses for Freshmen only are numbered from 1 to 19.
2. Courses for Sophomores only are numbered from 20 to 49.
3. Courses for Juniors only are numbered from 50 to 79.
4. Courses for Juniors and Seniors are numbered from 80 to 99.
5. Courses for Seniors only are numbered from 100 to 199.

ART

Doris E. Tebbetts, Chairman, Assistant Professor; Margaret C. Cassidy, Assistant Professor; Robert A. Daniel, Assistant Professor.

ART 3. Introduction to Art.

Appreciation and understanding of the esthetic elements and principles underlying the structure of arts through analysis of great works and studio experimentation. Lectures, demonstrations, studio experimentation, field trips to museums and art exhibitions.

Two periods weekly for 1 semester. Two additional periods weekly required for assigned studio experimentation or reading.

2 semester hours credit

Asst. Prof. Tebbetts
Asst. Prof. Daniel

ART 5. Art in Physical Education.

An introduction to creative activities which are directly related to camp and recreational craft programs. Attention will be given to an understanding of the visual elements and esthetic principles which are basic to all art activity.

Two periods weekly for one semester. Two additional periods of studio work required.

2 semester hours credit

Asst. Prof. Cassidy

ART 27. Elementary Crafts.

Direct experience with materials such as wood, clay, metal, paper, textiles, plastics, and others, and instruction in the processes for their use relative to the creative needs of the children in the elementary grades.

Two periods weekly for two semesters. Two additional periods of studio work required.

2 semester hours credit

Asst. Prof. Cassidy
Asst. Prof. Daniel

ART 80. Painting.

Problems related to composition in various media with emphasis on oil painting.

Prerequisite: Art 3, or permission of the instructor.

Two periods weekly for one and one-half semesters.

An additional two hours of studio practice required.

2 semester hours credit.

Asst. Prof. Daniel

ART 83. History of Art.

A survey of the western development of the arts of architecture, sculpture, and painting through the Ancient, Medieval, Renaissance, and Modern eras. Illustrated lectures supplemented by trips to museums and galleries to study original works.

Prerequisite: Art 3 or permission of the instructor.

Two periods weekly for one and one-half semesters.

3 semester hours credit. Staff

ART 87. Interior Design.

Traditional and contemporary styles in interior design and furniture. Illustrated lectures and problems in the selection and arrangement of home furnishings. Study trips to museums and a furniture factory.

Three periods weekly for one semester.

3 semester hours credit. Asst. Prof. Tebbetts

BIOLOGICAL SCIENCES

Frank J. Hilferty, Chairman, Professor; William J. Wall, Jr., Professor; Elizabeth M. Cirino, Professor; Kenneth J. Howe, Associate Professor; Lawrence B. Mish, Associate Professor; Joseph H. Waters, Instructor.

The department offers to students an opportunity to study living organisms and life processes with the hope that those who study biology will come to a greater understanding and appreciation of life in its myriad forms.

Adjustment to certain aspects of the environment and adjusting other environmental features to human needs are facilitated to the degree that one understands the nature of life and living organisms. Beauty and order in nature become obvious to the student who has a good background in the biological sciences.

To those who are interested in teaching biology, the Department offers a total of ten courses in this area. The program is designed to prepare secondary school teachers of biology, and at the same time give them the proper background for graduate work in biology.

Freshman		Credit	Sophomore		Credit
General Requirements		22.5	General Requirements		19.5
Chemistry 2		6	Physics 21		4
Mathematics 1		6	Biology 27		3
			Biology 29		3
Junior		Credit	Senior		Credit
General requirements		18	General requirements		22
Biology 55		3	Earth Science 107		4.5
Biology 61		3	Biology 105		3
Biology 63		3	Biology 107		3
Biology 71		3			

BIOLOGY 3. General Botany.

A course designed to acquaint students with the facts of plant structure and function in the light of general biological principles. Major groups of plants are considered and the following topics are given elementary treat-

ment: photosynthesis, respiration, transpiration, growth, reproduction, heredity, evolution, disease and ecology.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Prof. Hilferty
Assoc. Prof. Howe
Assoc. Prof. Mish

BIOLOGY 5. General Zoology.

A course treating of general biological principles with emphasis on zoological aspects. Major animal phyla are studied from the standpoint of structure and function. The following topics are given elementary treatment: digestion, metabolism, circulation, respiration, excretion, chemical and nervous coordination, reproduction, development, evolution, ecology and the race of man.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Prof. Wall
Prof. Cirino
Dr. Waters

BIOLOGY 27. Invertebrate Zoology.

The biology of invertebrates with emphasis on comparative morphology, taxonomy, natural history and economic importance. Laboratory work and field trips are designed to familiarize students with invertebrates in their natural environment.

Prerequisite: Biology 5, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Prof. Wall

BIOLOGY 29. Vertebrate Zoology.

The biology of vertebrates with emphasis on comparative morphology, taxonomy, natural history and economic importance. Laboratory work and field trips are designed to familiarize students with vertebrates in their natural environment.

Prerequisite: Biology 5, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Dr. Waters

BIOLOGY 55. Animal Physiology.

The physiological processes of vertebrate animals with particular reference to man. Topics included are: cellular physiology, digestion, circulation, respiration, excretion, chemical and nervous coordination, muscular activity and reproduction.

Prerequisites: Biology 5, Chemistry 2, Physics 22, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Dr. Waters

BIOLOGY 61. Plant Physiology.

An introduction to the growth and function of plants, including cellular physiology, water relations, metabolism, respiration, photosynthesis, nutrition, and the influence of environment on the growth and development of higher plants.

Prerequisites: Biology 3, Chemistry 2, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Assoc. Prof. Howe

BIOLOGY 63. Microbiology.

An introduction to the culture, growth, and identification of microorganisms significant to man. Special emphasis will be directed toward laboratory techniques.

Prerequisites: Biology 3, Chemistry 2, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Assoc. Prof. Howe

BIOLOGY 71. Genetics.

A general study of the principles of heredity with emphasis on the economic implications of these principles.

Prerequisites: Biology 3, Biology 5, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Assoc. Prof. Mish

BIOLOGY 105. Plant Taxonomy.

An introduction to the classification and systematic relations of plants. Emphasis will be placed on the species as a fundamental biological unit and include material on population variation, plasticity of phenotypes, isolating mechanisms, hybridization, polyploidy, and apomixis. Laboratory work will stress taxonomic features of major plant families and the identification of species in the local flora.

Prerequisite: Biology 71, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for two quarters.

3 semester hours credit.

Prof. Hilferty

BIOLOGY 107. Field Biology.

A study of living organisms from taxonomic and ecologic viewpoints, with emphasis on identification of the common plant and animals of Massachusetts.

Only biology majors are admitted to this course.

Two lecture periods and one 2-hour laboratory period weekly for two quarters.

3 semester hours credit.

Staff

BIOLOGY 119. Seminar in the Biological Sciences.

Discussion of the current problems in the biological sciences and reports of current research conducted by staff and students. This group will comprise the faculty and seniors of the Department of Biological Sciences. All interested members of the college faculty and qualified students are invited to participate.

One period biweekly for three quarters.

1 semester hour credit for senior biology majors.

Staff

EARTH SCIENCES

Paul Huffington, Chairman, Professor; Agrippina Macewicz, Assistant Professor; Robert W. Rucker, Associate Professor; Ira Furlong, Instructor.

The department offerings have been oriented to: (1) provide adequate preparation for students planning to teach geography and earth science in secondary schools; (2) to give an enriched program in this field for those training for teaching in elementary schools; and (3) to give breadth and depth of training which will enable students majoring in this area of study to do graduate work in the field of geography.

The field of concentration in the Department of Earth Sciences consists of: (1) the general requirements of the college; (2) a minimum of 30 semester hours of the courses given by the department; and (3) additional electives to be selected from other departments. Courses to be chosen with the aid and approval of the department chairman.

Freshman		Credit	Sophomore		Credit
General requirements	W.	31.5	General requirements	W.	24.0
	M.	30.5		M.	24.5
			Elective		6.0
Junior		Credit	Senior		Credit
General requirements	W.	17.0	General requirements	W.	23.0
	M.	18.0		M.	21.5
Earth Science 51		4.5	Earth Science 101		4.5
Earth Science 52		4.5	Earth Science 103		1.5
Earth Science 55		4.5	Earth Science 107		4.5
			Earth Science 110		3.0

EARTH SCIENCE 22. Fundamentals of Geography.

An introductory course in which the origins and patterns of the distribution of the natural features of the environment are studied. A sound basis for understanding and appreciating the relationships between the physical features of the earth and the physical and cultural patterns of man's occupations is provided.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Staff

EARTH SCIENCE 23. Geography of Anglo-America.

An application of the fundamentals studied in Earth Science 22 to a study of the geographic regions of Anglo-America. This course is designed to give familiarity with methods of securing, organizing, and presenting geo-

graphic data; and to give the student basis for geographic knowledge of his own country.

Three periods weekly for one semester.

3 semester hours credit.

Staff

EARTH SCIENCE 51. Geography of Europe and Asia.

A study of selected geographic regions of Europe and Asia in which the physical and cultural patterns are analyzed.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst Prof. Macewicz

EARTH SCIENCE 52. Astronomy.

The solar system and stellar astronomy. A study of the earth, moon, planets, sun and other stars and galaxies. Emphasis is placed on such topics as the new findings of radio astronomy and the uses of earth satellites.

Two lecture periods and one 2-hour laboratory period weekly for one and one-half semesters.

4.5 semester hours credit.

Staff

EARTH SCIENCE 55. Meteorology and Climatology.

A study of the principles of meteorology, their application to a study of weather, and to an analysis of climatic regions of the world.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Huffington

EARTH SCIENCE 57. World Geography.

A study of selected nations. Emphasis is placed on current economic and political problems as they are affected by geographic environment of the countries studied. This course is designed for Upper Elementary Grade Teachers.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Rucker

EARTH SCIENCE 101. Political Geography.

A geographical analysis of economic and political problems of selected nations. Natural and cultural factors basic to a nation's internal and external problems are studied. Emphasis is given to current international problems.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Rucker

EARTH SCIENCE 103. Geography of South America.

A study of selected countries of South America in which the physical and cultural patterns are analyzed. Emphasis is placed on current economic and political problems.

Three periods weekly for one-half semester.

1.5 semester hours credit.

Assoc. Prof. Rucker

EARTH SCIENCE 107. Physical and Historical Geology.

A consideration of the origin, structure, and history of the earth as revealed by its minerals, rock, and fossils.

Two lecture periods and one 2-hour laboratory period weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Huffington

EARTH SCIENCE 110. Earth Science Seminar.

An investigation of the historical development of the field and its subdivisions. Emphasis is placed on the development of an understanding and appreciation of the tools, techniques, and methods used in research in the earth sciences. The preparation of a research paper on a problem selected from one of the subdivisions of the field is required.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Asst. Prof. Macewicz

EARTH SCIENCE 115. Meteorology and Physical Geology.

A study of meteorology and its applications to weather analysis; a study of the origin and characteristics of minerals and rocks. This course is designed for Upper Elementary Grade Teachers.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Huffington

ECONOMICS

DANIEL J. NOONAN, Associate Professor

ECONOMICS 101. Economic Principles and Problems.

This course serves to introduce a study of the factors of production and the behavior of some representative economic units under a system of free enterprise. Some time is devoted to a study of a free economy as contrasted with political structures in which the factors of production are under state control.

Three periods weekly for one semester.

3 semester hours credit.

EDUCATION

Balfour S. Tyndall, Chairman, Associate Professor; Iva V. Lutz, Professor; Ellen M. Shea, Professor; Joseph J. Corkery, Associate Professor; V. James DiNardo, Professor; Elizabeth Hollis, Associate Professor; Evelyn R. Lindquist, Associate Professor; Henry Rosen, Professor; Stanley L. Clement, Associate Professor; Philip Dooley, Assistant Professor; Mary L. Marks, Instructor.

Program for Elementary Majors

Freshman		Credit	Sophomore		Credit
General requirements		29.5	General requirements		23
English 5B		3	Art 27		2
			Music 21		3
Junior		Credit	Library 23		2
General requirements		21.5	Education 24		2
Education 89		2			
Education 71		4.5	Senior		Credit
Education 65		2	General requirements		20
Elective		4.5	Electives		11

Students preparing to teach in Kindergarten should elect Education 64.

EDUCATION A. College Orientation.

The purposes of this course are to help the student interpret his new environment; to aid him in making more efficient use of the tools and methods essential for study; and to encourage the development of a professional personality.

No credits are given for this course.

Prof. Shea
Assoc. Prof. Noonan

EDUCATION 23. General Psychology.

General psychology is intended primarily for the student taking the first course in psychology. Areas of concentration include: (1) The Development of Psychology; (2) The Structure and Dynamics of Behavior; (3) Conditions and Theories of Learning and (4) Theories of Personality Development.

Three periods weekly for one semester.

3 semester hours credit.

Prof. Lutz
Asst. Prof. Dooley
Assoc. Prof. Hollis

EDUCATION 24. Art Materials and Methods in Elementary Education.

The value of creative expression in the visual arts as part of the child's development will be examined; and also the materials, processes, tools, and teaching procedures which meet children's needs and foster creativity.

One period weekly for two semesters.

2 semester hours credit.

Asst. Prof. Daniel
Asst. Prof. Tabbotts

EDUCATION 25. Educational Psychology, Child Growth and Development.

Through reading, discussion, and many other experiences, students gain an understanding of the development of the pre-school and school child under headings of physical, mental, emotional education, and general personality growth.

Three periods weekly for one semester.

3 semester hours credit.

Prof. Lutz
Asst. Prof. Dooley
Assoc. Prof. Hollis

EDUCATION 27. Educational Psychology, The Development of the Adolescent.

A study is made of the adolescent stage and deals specifically with: (1) Physical Growth; (2) Personality Development; (3) Moral Attitudes and (4) Intellectual Processes.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Corkery

Asst. Prof. Dooley

Assoc. Prof. Hollis

EDUCATION 52. Philosophy.

This course is an introduction to the problems of philosophy and the opinions of philosophers, including logic and language, truth and certitude, knowledge of the world outside us, methods of acquiring knowledge, mind, matter, nature, theodicy, ethics and aesthetics.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Assoc. Prof. Corkery

EDUCATION 55. Civic Education and Social Studies Methods.

The course is concerned with various methods of teaching the social studies, chiefly history, in the secondary schools. Particular emphasis will be given to aspects of education for citizenship, including the development of civic intelligence, civic responsibility, inter-group understanding, respect and good will. Field trips to nearby institutions and schools will be scheduled.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Assoc. Prof. Foth

EDUCATION 58. Principles of Secondary Education.

The secondary school in a democratic society is examined in terms of its objectives, structure and articulation with elementary and higher education. Its development is reviewed along with a comparison to secondary education in other countries. Emphasis is placed on the nature of the learning process, teaching methods, and instructional materials. Special attention is given to planning, including the construction of teaching units, classroom management, group work, and the meeting of individual differences.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Clement

EDUCATION 62. Elementary Curriculum.

This course develops an over-all view of the elementary school and its curriculum. Classes study the different methods in common use in order that they may apply them in courses in the subject matter fields, especially arithmetic, science, and social studies, and later in their teaching. They gain acquaintance with various phases of classroom organization and management.

Five periods weekly for one and one-half semesters.

7.5 semester hours credit.

Assoc. Prof. Lindquist

EDUCATION 64. Kindergarten-Primary Theory and Methods.

This course includes the history and philosophy of the kindergarten movement and of other types of pre-school education. Curriculum and methods appropriate to the kindergarten and primary education are examined.

Three periods weekly for one semester.

3 semester hours credit.

Miss Marks

EDUCATION 65. Audio-Visual Education—Materials and Methods.

An introduction to audio-visual education designed to improve teaching. The course includes instruction in and application of still pictures, motion pictures, slides, filmstrips, three dimensional materials, field trips, radio, television, bulletin boards, flannel boards, chalk boards, and recordings. Instruction in sources of teaching aids and supplementary materials accompanies the laboratory procedures.

One lecture period and a 2-hour laboratory period for one semester.

2 semester hours credit.

Assoc. Prof. Rosen

EDUCATION 71. The Communicative Arts—Materials and Methods in Elementary Education.

This course deals with the following topics, and with appropriate experiences: the importance and uses of reading and other communicative arts in the child's development; general and specific techniques and materials used in developing a reading and language program; selection and use of teaching materials; and consideration of individual differences.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Hollis

EDUCATION 77. Supervised Student Teaching in the Campus School.

The Campus School serves as a laboratory in which students engage in the directed study of children, in teaching and in learning situations as they are encountered in a modern school. As the study progresses, students participate increasingly in the activities of the school to the point at which they can undertake the duties of the room teacher. Included in this course are several hours of weekly conferences with the supervising teachers and weekly seminars with specialists in the fields of art, music, speech, and physical education.

One-half semester.

6 semester hours credit.

Staff

EDUCATION 82. Methods of Teaching Modern Foreign Languages at the Elementary and Secondary School Levels.

The course aims to show the place of Modern Foreign Languages in the curriculum, their aims and objectives, and course content. A background of representative courses of study, tests, texts, realia, analysis and demonstration of methods, and lesson planning are given as tools for the teacher of French on the elementary and secondary school level.

Three periods weekly for one-half semester.

1.5 semester hours credit.

EDUCATION 89. Music Materials and Methods in Elementary Education.

The aim of this course is to give knowledge and practice in the organization of the music education program. The following areas are studied: music reading, the child voice, rhythmic response and listening and creative activities.

Two periods weekly for one semester.

2 semester hours credit.

Miss Ferry

EDUCATION 105. Educational Measurement.

Included within the framework of this course is an examination of the development of the testing, measurement and evaluation movement. A review and evaluation of tests, and other evaluative methods needed for the measurement of mental maturity and educational growth in the student's field of specialization, and a study of elementary statistical procedures necessary for their interpretation complete the course offerings.

Three periods weekly for one semester.

3 semester hours credit.

Prof. McMullen
Assoc. Prof. Dinardo
Asst. Prof. Dooley

EDUCATION 107. History and Philosophy of Education.

Through readings, thought, and discussion, students are expected to gain some acquaintance with the fundamentals of education theory in its historical development, its philosophical bases, its changing aspects and emphases, and its present condition. The aims of education and evaluation of educational practices are constantly kept in mind and are applied to the contemporary scene.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Shea
Prof. Dinardo
Assoc. Prof. Clement

EDUCATION 109. Supervised Student Teaching in the Public Schools.

This period provides opportunity in the public schools for continuous supervised experience in all classroom activities under regular classroom conditions. Experience is gained in the study of individual differences, teaching techniques, and classroom management. Supervision is given by the classroom teacher and by members of the college faculty.

One-half semester.

6 semester hours credit.

Staff

EDUCATION 111. Advanced Audio-Visual Education.

This course is a directed study course. The student will concentrate on the co-ordination of audio-visual materials in his field of choice with the various units of the Massachusetts Curriculum Guides.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Rosen

EDUCATION 113. Secondary Curriculum.

The essential features of the curriculum of the modern secondary school are surveyed with major trends and problems in curriculum development and organization being identified and analyzed both in general and for the various subject matter fields. Special treatment is given to the role of the teacher in curriculum evaluation and revision, teacher-parent and school-community relations, pupil activities and guidance. The problems of the beginning teacher are discussed especially those involving relationships with professional colleagues. *The English*

Two periods weekly for one and one-half semesters.
3 semester hours credit.

ENGLISH

Samuel N. Sheinfeld, Chairman, Professor; George Green, Professor; John L. Davoren, Associate Professor; M. Frances Guerin, Associate Professor; Joseph De Rocco, Assistant Professor; Vincent H. Gannon, Instructor; Barbara A. Chellis, Instructor; Nettie Chipman, Instructor; Virginia Joki, Instructor; Katherine Lomax, Instructor.

The program of study for English majors aims to give students an acquaintance with the history and background of English and American literature, an understanding of great literary works, and the ability to analyze, interpret, and appreciate what they read.

A minimum of 30 semester hours in English literature and composition (exclusive of English 1) must be taken. Students must attain a "B" average in their Freshman English courses as a prerequisite to the choice of English as a major field of concentration.

English courses offered during the junior and senior years with the exception of English 59, English 105, and English 109, are open to all students who have passed English 25 with credit, or English I with an honor grade, or who have permission from the instructor.

Freshman		Credit	Sophomore		Credit
General requirements	28.5-29.5		General requirements	20-20.5	
English 5B	3		English 25	6	
			English 27, 28	6	
Junior		Credit	Senior		Credit
General requirements	17-18		General requirements	20.5-22	
English 83	4.5		English 109	4.5	
English 59	4.5		Elective	4.5	
Elective	4.5				

ENGLISH 1. Composition 1.

The purpose of this course is to help students think clearly and express their thoughts effectively in both speech and writing. Students will read and discuss selections chosen both for their literary value and for their relevancy to fundamental human problems.

Three periods weekly for two semesters.
6 semester hours credit.

Staff

ENGLISH 5B. Literary Types.

This course is devoted to the study of accepted literary types, illustrated from the literature of the Western World.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Davoren
Mr. Gannon

ENGLISH 25. A Survey of English Literature.

The students in this course will read selected works of English literature from Anglo-Saxon times to the present with particular attention being given to the most important writers. Much stress will be placed upon careful reading of the works themselves. The social and political background necessary for understanding the various literary periods will be presented through lectures.

Three periods weekly for two semesters.

6 semester hours credit.

Prof. Sheinfeld
Prof. Green

ENGLISH 27A, B. Creative Writing.

In this course, students will gain practice and facility in various forms of writing such as the essay, short story, and verse.

Non-English majors with an honor grade in English 1 may enroll with the permission of the instructor.

Three periods weekly for one semester.

3 semester hours credit.

Asst. Prof. De Rocco

ENGLISH 28A, B. Journalism.

Students will be given exercises in proofreading and copy editing. Major emphasis will be placed on the writing of articles.

Non-English majors with an honor grade in English 1 may enroll with the permission of the instructor.

Three periods weekly for one semester.

3 semester hours credit.

Dr. Chellis

ENGLISH 59. American Literature I.

In this course the chief works of major American writers from the Colonial period through the nineteenth century will be studied. The principal writings of Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, Twain, and James will be read.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Dr. Chellis

ENGLISH 83. Shakespeare.

In this course nine plays and selected sonnets of Shakespeare will be studied. In each quarter two tragedies and one comedy will be read with attention to both language and thought. One additional play each quarter will be read more rapidly to illustrate further Shakespeare's scope and dramatic power.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Sheinfeld

ENGLISH 81. Milton.

In this course the emphasis will be placed on the main poetical works of Milton: **Paradise Lost**, **Paradise Regained**, and **Samson Agonistes**. There will be lectures and discussions on the social and intellectual background of the 17th century.

Open to juniors and seniors. Offered in alternate years.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Sheinfeld

ENGLISH 84. Modern Irish Literature.

This course will include Irish writing from 1890 to the present, with special emphasis on the works of Yeats, Synge, O'Casey, Joyce, O'Connor, O'Faolain, Stephens, and Clarke.

Open to juniors and seniors. Offered in alternate years, beginning 1960-61.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Mr. Gannon

ENGLISH 85. The History and Structure of the English Language.

In this course the history and the structure of the English language will be studied. Selections from Chaucer will be read to illustrate the changes in form as well as the enrichment of vocabulary. Some study will also be made of the semantic approach to language.

Open to juniors and seniors. Offered in alternate years, beginning 1960-61.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Sheinfeld

ENGLISH 86. English Romantic Poets.

In this course the chief works of Wordsworth, Coleridge, Byron, Shelley, and Keats will be studied. Emphasis will be placed on textual analysis, but consideration will be given to historical background and to developments in philosophy and esthetic theory which have a direct bearing on Romantic poetry.

Open to juniors and seniors. Offered in alternate years, beginning 1960-61.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Prof. De Rocco

ENGLISH 87. English Literature in the Eighteenth Century.

This course will consider the major literary figures of the eighteenth century in the social and intellectual context of their work. Among the writers to be studied will be Pope, Swift, Thomson, Fielding, Sheridan, Goldsmith, Boswell, and Johnson.

Open to juniors and seniors. Offered in alternate years, beginning 1961-62.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Prof. De Rocco

ENGLISH 88. Modern Poetry.

British and American poets of the twentieth century will be studied. Particular attention will be given to Robinson, Frost, Yeats, MacLeish, Eliot, Auden, and Thomas.

Open to juniors and seniors. Offered in alternate years, beginning 1960-61.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Mrs. Joki

ENGLISH 109. American Literature II.

This course is designed to acquaint the student with the major literary trends and figures in American writing in the twentieth century. The works of American novelists, poets, and dramatists will be read and analyzed.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Guerin

ENGLISH 103. Modern Drama.

This course will consider the main forces in Modern Drama. Starting with Ibsen, students will read and discuss selected plays of leading dramatists of Europe and America.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Guerin

EDUCATION 113B. Secondary Curriculum: The Teaching of High School English.

By means of lectures, reading, discussion, and practical working-assignments this course will present methods of teaching English in the secondary school. Composition, grammar, poetry, drama, the short story, and the novel will be covered.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Mrs. Joki

ENGLISH 105. Literature of the Victorian Period.

This course will concentrate primarily on the great novels and poetry of nineteenth century England. The students will read novels by Emily Bronte, Thackeray, Eliot, Dickens, Meredith, Trollope, and Hardy. They will read the major poems of Tennyson, Browning, and Arnold. There will be lectures presenting biographical and historical background.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Prof. Gannon

FRENCH

Alex Corriere, Assistant Professor.

The French courses are open to those who have passed three years of high school French, or, in special cases, two years. Students majoring in French should elect all the French courses. Other students may elect any French course for cultural and linguistic values.

Courses are, as far as possible, conducted in French. Phonographic and tape recordings are made available to all students through the language laboratory.

Freshman		Credit	Sophomore		Credit
General requirements		26.5	General requirements		29
French 1		6	French 21		6
Junior		Credit	Senior		Credit
General requirements		18	General requirements		22
French 51		6	French 101		6
French 53		3	French 103		3
Elective		4.5	Elective		4.5

FRENCH 1. An Introduction to the Advanced Study of French.

Language is presented through texts based on a knowledge and understanding of French civilization, past and present, and through a functional grammar review; a scientific approach to the spoken language is obtained through phonetics, recordings, films and short plays.

Three periods weekly for two semesters.
6 semester hours credit. Miss Couture

FRENCH 21. General Survey of French Literature.

This course consists of (1) a presentation of basic works and (2) a study of the historical and social development of French literature from the Middle Ages to the contemporary period. Oral and written reports will continue the development of the student's general language ability.

Prerequisites: French 1, or four years of secondary school French.
Three periods weekly for two semesters.
6 semester hours credit. Miss Couture

FRENCH 51. The Classical Period in French Literature.

This course is a study of trends that brought about classicism as a literary ideal in the seventeenth century through the reading of the works of the most representative writers of the period. It is a means of (1) enriching literary knowledge and (2) developing a more comprehensive command of the written and spoken language. Conducted in French.

Four periods weekly for one and one-half semesters.
6 semester hours credit. Miss Couture

FRENCH 53. Advanced Conversation.

Skill in oral and written expression is developed through prepared discussions on assigned subjects. The study of practical phonetics is an additional aid in the mastery of confidence and efficiency in speaking.

Three periods weekly for one semester.
3 semester hours credit. Miss Couture

FRENCH 101. Studies in Modern French Literature.

Contemporary French literature is studied through selections of late nineteenth and twentieth century authors—Camus, Claudel, Peguy, Romain, and others. Conducted in French.

Four periods weekly for one and one-half semesters.
6 semester hours credit. Miss Couture

FRENCH 103. Advanced Composition and Grammar.

This course includes (1) a systematic review of grammar and (2) the mastery of certain difficulties of grammar and phrasing through texts of increasing difficulty.

Three periods weekly for one semester.

3 semester hours credit.

Miss Couture

HEALTH AND PHYSICAL EDUCATION FOR MEN

Harry A. Lehmann, Chairman, Associate Professor; Edward C. Swenson, Associate Professor.

HEALTH AND PHYSICAL EDUCATION M 3. Physical Education Activities.

This course is designed to further the development of physical fitness, fundamental skills, knowledge and appreciation of physical education activities. Individual and team activities are included in the course content.

Two periods weekly for two semesters.

0.5 semester hours credit.

Staff

HEALTH AND PHYSICAL EDUCATION M 23. Physical Education Activities.

This course is a continuation of H and PE M3. Emphasis is placed on recreational activities. The course content includes a unit designed to assist students to prepare for the selection and direction of physical education activities during their practice teaching assignments.

Two periods weekly for two semesters.

0.5 semester hours credit

Staff

HEALTH AND PHYSICAL EDUCATION M 25. Standard First Aid.

Emphasis is placed on the prevention of accidents as well as on the immediate treatment of injuries and illnesses. Upon satisfactory completion of the course, students will receive the American Red Cross Standard First Aid Certificate.

One period weekly for one semester.

1 semester hour credit

Assoc. Prof. Swenson

HEALTH AND PHYSICAL EDUCATION M 55. School Health Administration.

This course presents the major principles of school health services, health instruction, and healthful school living. Students are acquainted with health organization administrative problems and the part played by the classroom teachers in the solution of school health problems.

One period weekly for one and one-half semesters.

1.5 semester hours credit

Assoc. Prof. Swenson

HEALTH AND PHYSICAL EDUCATION M 80. Methods and Techniques in Intramural and Interscholastic Sports.

This course is designed to prepare men for assignments involving coaching or supervising athletic programs in combination with their regular classroom teaching positions. The course includes units in the organization of

intramurals, athletic administration, football, soccer, basketball, baseball and track.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Staff

MAJOR CURRICULUM IN HEALTH AND PHYSICAL EDUCATION FOR WOMEN.

Mary J. Moriarty, Chairman, Professor; Mary I. Caldwell, Assistant Professor; Ann Coakley, Instructor, Catherine E. Comeau, Assistant Professor; Elizabeth Gaffney, Instructor; Patricia Phillips, Instructor.

HEALTH AND PHYSICAL EDUCATION 5. Anatomy.

This course includes a fundamental study of the human body and its parts; with special emphasis on bones, muscles, tissues, and the anatomical location of the organs.

Two periods weekly for two semesters.

4 semester hours credit.

Prof. Moriarty

HEALTH AND PHYSICAL EDUCATION 7. Introduction to Physical Education.

This is a comprehensive freshman course providing basic information concerning the scope and significance of Physical Education as a profession.

Two periods weekly for one semester.

2 semester hours credit.

Asst. Prof. Comeau

HEALTH AND PHYSICAL EDUCATION 9. Personal and Community Hygiene.

This course is planned to give the student basic principles of health which she may apply to her daily life and future teaching. Community health opportunities and problems are studied in relation to personal health.

Three periods weekly for one semester.

Asst. Prof. Caldwell

HEALTH AND PHYSICAL EDUCATION 21. First Aid.

The Standard First Aid course of the American Red Cross is given. Satisfactory completion of this course entitles the student to the Standard Certificate.

One period weekly for one semester.

1 semester hour credit.

Miss Gaffney

HEALTH AND PHYSICAL EDUCATION 25. Officiating.

Specific training for officiating in major sports is given. Actual practice in refereeing and umpiring is required as a part of the course. Opportunities are offered to attend clinics and to take examinations for local and national rating in Field Hockey and Basketball.

Two periods weekly for two semesters.

4 semester hours credit.

Asst. Prof. Comeau
Miss Coakley

HEALTH AND PHYSICAL EDUCATION 27. Methods in Physical Education.

This course suggests techniques and methods for teaching appropriate activities at the different grade levels. Practical application of teaching principles is carried on with classes from the elementary campus school.

Two periods weekly for one semester.

2 semester hours credit.

Prof. Moriarty

HEALTH AND PHYSICAL EDUCATION 24. Methods in Health Education.

A study is made of the responsibility of the school for the health education of the growing child with emphasis upon the role of the teacher. Basic emphases throughout the course are: (1) the consideration of the child's needs for health learnings as determined by such factors as heredity, growth and development patterns, home, school and community influences; (2) the selection of content of health teaching to meet these needs; (3) the analysis of the learning and teaching process as applied to health in the light of modern educational philosophy.

Two periods weekly for one semester.

2 semester hours credit.

Miss Gaffney

HEALTH AND PHYSICAL EDUCATION 59. Applied Anatomy and Kinesiology.

A detailed analysis and application of anatomical knowledge to fundamental muscular movements in athletic and rhythmic activities.

Three periods weekly for one semester.

3 semester hours credit.

Prof. Moriarty

HEALTH AND PHYSICAL EDUCATION 53. Coaching.

A comprehensive analysis of the basic techniques of team sports and specific methods for presenting them in practice situations.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Asst. Prof. Comeau
Miss Coakley

HEALTH AND PHYSICAL EDUCATION 61. Fundamentals of Body Mechanics.

In this course a study is made of the fundamental principles of body mechanics; typical body alignment and common variations in the child and adult. Remedial procedures, including relaxation, that are suitable for school programs are planned. Emphasis is placed on helping the individual to use an efficient and attractive posture in a variety of situations.

Two periods weekly for one semester.

2 semester hours credit.

Asst. Prof. Caldwell

HEALTH AND EDUCATION 103. Physiology of Exercise.

A physiological study of the adjustive capacity of the body to exercise.

Two periods weekly for one semester.

2 semester hours credit.

Asst. Prof. Caldwell

HEALTH AND PHYSICAL EDUCATION 105. School Health Administration and Safety Education.

Emphasis is placed on the school personnel's responsibility for providing a healthful environment, service, and instruction. The organization and content of the program in health are studied and discussed. The need for health guidance to meet the needs of all children including exceptional children is stressed.

Three periods weekly for one semester

3 semester hours credit.

Prof. Moriarty

HEALTH AND PHYSICAL EDUCATION 107. Organization and Administration of Physical Education.

This course explains the policies, procedures, and standards of the various divisions of physical education, explaining the relationships which exist. Special attention is given to pertinent problems which face the modern educator.

Two periods weekly for one semester.

2 semester hours credit.

Asst. Prof. Comeau

HEALTH AND PHYSICAL EDUCATION 109. Evaluation in Physical Education.

In this course, the student learns to apply the fundamental principles of evaluation and measurement in physical education. Various tests and testing programs are studied and evaluated. Experience in administering and scoring certain tests is provided, and a study is made of the interpretation and use of the results obtained.

Two periods weekly for one semester.

2 semester hours credit.

Prof. Moriarty

HEALTH AND PHYSICAL EDUCATION 115. Supervision in Physical Education.

This course attempts to meet the urgent needs for more adequate training of future Directors of Physical Education, in order that there may be better supervision of physical education programs in the elementary and secondary schools. Classes study organization and planning; procedures for visitation and conferences; and the various functions of the supervisor at the different grade levels. Supervision in health education, safety education, and extra-class programs is included.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Lehmann

HEALTH AND PHYSICAL EDUCATION 116. Seminar in Physical Education.

This course is designed to encourage the student in the use of research methods through the preparation, presentation, and discussion of written reports. There will also be opportunities for group discussion of current findings in the areas of health and physical education.

Two periods weekly for one semester.

2 semester hours credit.

Staff

MAJOR CURRICULUM REQUIRED ACTIVITY COURSES

ACTIVITIES 1. Elementary Folk Dance.

This course covers folk dances, singing games, nursery rhymes, and dramatic rhythms for the use in the elementary grades. Demonstration lessons and an opportunity for teaching small groups of elementary children are arranged with the Training School.

Miss Phillips

ACTIVITIES 3. Social and Round Dancing.

The basic steps and methods of teaching social dance and modern round dances are covered. Problems which arise when teaching mixed groups are discussed. Opportunities are given for improving personal techniques, for understanding desirable social standards, and for teaching others.

Miss Coakley

ACTIVITIES 5. Games 1.

This course includes the learning and teaching of games of low organization for the elementary grades and suitable for playground, gymnasium, playroom, or for use in the classroom.

Miss Gaffney

ACTIVITIES 7. Stunts and Tumbling 1.

A variety of individual, couple, and group stunts and tumbling activities are taught in this course. Effective organization for small and large groups is stressed, with special emphasis on safety factors.

Prof. Moriarty

ACTIVITIES 9. Apparatus 1.

This course includes work suitable for teaching in public schools which have heavy apparatus such as the buck, box, parallel bars, flying rings, stall bars, balance beam, and other types of apparatus.

Prof. Moriarty

ACTIVITIES 13. Tap Dancing.

Fundamental steps are taught in this course. Rounds, buck, waltz, and soft routines which can be used in the public schools are included.

Prof. Moriarty

ACTIVITIES 15. Body Mechanics.

This course is closely related to fundamentals of Body Mechanics, a theory course. There are opportunities for individual and group work in a variety of exercises for improvement of posture and correction of health problems closely allied with posture.

Staff

ACTIVITIES 17. American Square Dance 1.

Concentration is on the basic fundamentals of square dancing and in learning how to do simple dances, to patter, cue and singing calls.

Miss Phillips

ACTIVITIES 21. Stunts and Tumbling II.

The object of the course is to offer opportunity for more advanced work in this area. Special emphasis is placed on methods of organization and opportunity is given for teaching these activities.

Prof. Moriarty

ACTIVITIES 23. Apparatus II.

In this course, advanced work is offered. Opportunity for student leadership and special stress on safety factors are included.

Prof. Moriarty

ACTIVITIES 25. Creative Rhythms for Children.

This course emphasizes (a) the needs and capacities of children for expression through rhythmic movement; (b) the opportunities for the enrichment of the child's experience through the development of creativeness, understandings, appreciations, and skills; and (c) the ways in which the teacher should release and guide the child's expression toward these educational objectives.

Miss Coakley

ACTIVITIES 27. Games II.

This course gives an opportunity for learning and teaching modified team and lead-up games, suitable for both large and small groups.

Miss Gaffney

ACTIVITIES 28. Methods Laboratory.

This course is given in connection with the Methods in Physical Education course. Opportunities are provided for sophomores to apply teaching principles and techniques in classes of elementary school children from the Burnell School.

Prof. Moriarty

ACTIVITIES 29. Community Recreation.

Leadership and participation in various types of social games are offered in this course. The student is presented with materials and sources of activities needed for social play in parties for the home, in clubs, at picnics, and on the playground.

Staff

ACTIVITIES 31. Traditional Folk Dancing.

A wide range of folk dances from many lands is taught. Special emphasis is given to those dances which can be used in the secondary schools. Opportunities to visit adult folk dance groups are arranged.

Miss Phillips

ACTIVITIES 2-22-52-102. Swimming.

Instruction in swimming is given in accordance with the National Red Cross requirements. All students are required to pass a standard swimming test. Students who are unable to swim must remain in a swimming class until the test requirements are fulfilled. Qualified students may elect a Water Safety Course.

Prof. Moriarty

ACTIVITIES 4-24-54-104. Team Sports.

The team sports covered in this curriculum are: Volleyball, Soccer, Speedway, Fistball, Speedball, Fieldball, Field Hockey, Basketball, Lacrosse, and Softball. Each sport is taught with emphasis on fundamental skills, team strategy, rules, coaching, officiating, and techniques of teaching which are specifically related to each sport.

Staff

ACTIVITIES 6-26-56-106. Modern Dance.

This course in modern dance includes the study and the use of rhythmic movement as a medium of expression and communication; as a means of body training and discipline; and as a form of relaxation and recreation. Experience is given in dance composition and criticism; evaluation and the use of various forms of accompaniment; and production of simple dance programs. Methods of teaching are included.

Miss Coakley

ACTIVITIES 10-50-80-100. Dual and Individual Sports.

This course in Dual and Individual Sports includes the learning of skills, rules, teaching techniques, and officiating in Badminton, Tennis, Bowling, Track and Field Archery, Swimming and Golf.

Staff

ACTIVITIES 58. Gymnastics.

These courses provide an opportunity to learn and teach fundamental gymnastics, exercises and marching. The advantages and disadvantages of the Swedish, Danish, and German systems, as well as the present day theories in regard to conditioning drills, are discussed.

Miss Phillips

ACTIVITIES 60. American Square Dancing II.

Opportunities are provided for the teaching and calling of squares and contras. Corrective help is given on timing, rhythm, and teaching procedures.

Miss Phillips

ACTIVITIES 101. Games III.

This course includes recreational sports and games such as deck tennis, handball, table tennis, paddle tennis, shuffleboard, horseshoes, tetherball, and aerial darts. The teaching of these games as well as skill in participation is emphasized.

Asst. Prof. Comeau

Following are the courses given in Health and Physical education required for all women in the college, except those who have chosen a concentration in the Health and Physical Education Curriculum.

HEALTH AND PHYSICAL EDUCATION W 1. Personal Hygiene.

This course includes: (1) a study of fundamental principles of healthy adult living, (2) an analysis of anatomical physiological factors underlying health laws; and (3) a special emphasis on practical application of these laws and principles to adult living.

One period weekly for two semesters.

1 semester hour credit.

Asst. Prof. Caldwell

HEALTH AND PHYSICAL EDUCATION W 3. Physical Education Activities.

This is an introductory course, the purpose of which is to provide healthful activity vigorous enough to help to increase physical fitness. It includes brief units in swimming, body mechanics, team and dual sports, and rhythmic activities.

Two periods weekly for two semesters.

0.5 semester hour credit.

Staff

HEALTH AND PHYSICAL EDUCATION W 22. Methods and Materials and First Aid.

The American Red Cross Standard First Aid course is given with emphasis upon the responsibility of the public school teacher and leader of physical activities.

Analysis is made of the fundamental principles of effective leadership in various activities suitable for children at the different grade levels, in their physical education program. Experience and guidance are given to the future classroom teachers, in relation to the teaching and the directing of physical education activities. There will be opportunity to observe and work with groups of children from the Burnell School.

Two periods weekly for one semester.

2 semester hours credit.

Miss Coakley

Miss Gaffney

HEALTH AND PHYSICAL EDUCATION W 24. Physical Education Activities.

This course is a continuation of Health and Physical Education W 3. New activities are added with continued emphasis on physical fitness. Leadership is also stressed in these classes.

Two periods weekly for two semesters.

0.5 semester hour credit.

Staff

HEALTH AND EDUCATION W 101. School Health and Safety Education.

A brief study is made of human growth and development with special reference to the needs of the child in relation to his health and physical activity. The responsibility of the School in meeting these needs is analyzed and the total program in health and safety is studied with emphasis on the part played by the classroom teacher. Methods and materials for teaching at various age levels are studied in the light of educational philosophy, principles and objectives.

Two periods weekly for one semester.

2 semester hours credit.

Miss Phillips

HANDWRITING

Daniel F. Harrigan, Jr., Associate Professor.

HANDWRITING 21.

The mechanics of good writing, standard letter forms, and techniques, are applied and developed; individual difficulties are adjusted. Through practice and experience in the various steps of the writing process, the student will have a working knowledge of the problem involved. Standard testing and diagnostic scales are used in developing the skill.

One period weekly for two semesters.

1 semester hour credit.

Assoc. Prof. Harrigan

HANDWRITING 81. Blackboard Writing and Teaching Methods.

This course aims to develop the technique of blackboard writing and arrangement. Various handwriting methods, courses of study, objectives, and

manuscripts and standard letter forms are also discussed and evaluated so that the student may have a good workable knowledge for teaching purposes.

One period weekly for one and one-half semesters.

0.75 semester hour credit.

Mr. Harrigan

HANDWRITING 82. Board Writing and Teaching Materials.

This course aims to develop, for demonstration purposes, the techniques of board writing and arrangement. Various handwriting methods, courses of study, with objectives for both cursive and manuscript letter forms are discussed and developed, so that the student may develop the ability to teach handwriting successfully.

One period weekly for one and one-half semesters.

One semester hour credit.

Mr. Harrigan

HANDWRITING 101. Text Lettering and Elementary Engrossing.

This course is intended for students who wish to learn the art of lettering and engrossing. Various forms and styles for diploma filling and resolution work are developed, and an application of text-lettering to everyday teaching is made.

One period weekly for one and one-half semesters.

0.75 semester hour credit.

Mr. Harrigan

HISTORY AND POLITICAL SCIENCE

Jordan D. Fiore, Chairman, Professor; Ralph S. Bates, Professor; Stephanie O. Husek, Professor; Annabelle M. Melville, Professor; Charles E. Foth, Associate Professor; Jane Herrick, Associate Professor; William R. Cole, Jr., Instructor; Norman C. Delaney, Instructor; Gerald J. Doiron, Instructor.

The Department of History and Political Science has four objectives: (1) to make an effective contribution to the general education program by offering history courses to all students in the first two years; (2) to give adequate preparation for students planning to teach history on the secondary school level; (3) to provide a breadth in history which will enable students to do graduate work in the field of history; and (4) to offer enough advanced courses in history to students who are majoring in the elementary curriculum to enable them to enrich the program of teaching history at that level.

The program for majors in history and political science requires the completion of 28.5 semester hours in the field in addition to History 2, 3, and History 22, 24. Of these hours the only required courses are History 25 and 26. The student is expected to elect 13.5 hours in history in his junior year and 9 hours in history in his senior year.

Freshman		Credit	Sophomore		Credit
General Requirements		28-29	General requirements		20 or 20.5
English 5		3	History 25		3
			History 26		3
			English 25		6
Junior		Credit	Senior		Credit
General requirements		17 or 18	General requirements		21.5 or 23
Electives		13.5	Electives		13.5

HISTORY 2. Western Civilization to 1648.

This course surveys Western civilization from ancient times to 1648. Ancient peoples are considered in the light of their contributions to civilization. From the fall of Rome to the middle of the seventeenth century emphasis is placed upon the following subjects: the rise of the Christian church; the Middle Ages, Christian and Feudal; the Byzantine World; the Moslem World; the Holy Roman Empire; the development of state systems and the struggles for power; the Renaissance; the Protestant and Catholic Reformations.

Three periods weekly for one semester.

3 semester hours credit.

Staff

HISTORY 3. Western Civilization since 1648.

Beginning with the Peace of Westphalia this course is concerned with the rise of parliamentary control in England and the ancient regime in France; the rise of Prussia; the Westernization of Russia; the growth of science and the spread of industrialism; eighteenth and nineteenth century thought; the enlightenment; the age of revolutions; the new nationalism and imperialism of the nineteenth century; the two World Wars; internationalism and world organizations.

Three periods weekly for one semester

3 semester hours credit.

Staff

HISTORY 22, 24. U. S. History and Constitutions.

The growth of the United States is examined in two major periods, the breaking point being the end of the Civil War in 1865. In the first semester the following topics are studied: the age of exploration and discovery; the English colonial and provincial periods; the age of the American Revolution; the Confederation crisis; the establishment of the Constitution; the early national period; Jeffersonian democracy; the age of Andrew Jackson; westward expansion, sectionalism and slavery; the causes and the course of the Civil War. In the second semester the following topics are studied: Reconstruction; problems of economic expansion from 1865 to 1900; financial and monetary problems; the United States as a world power; the Progressive Era; and political, military, economic and social history of the twentieth century. The Constitution of the United States and the Constitution of the Commonwealth of Massachusetts are also studied.

Three periods weekly for two semesters.

3 semester hours credit each semester.

Staff

HISTORY 25. Political Science.

A consideration of the definitions, theoretical foundations, and historical evolution of the principles of politics. The fundamental concepts in political science are examined; state, government, politics, law and a general analysis of the place of government in modern society.

Three periods weekly for one semester.

3 semester hours credit.

Mr. Doiron

HISTORY 57. Historical Research and Criticism.

This course is concerned with the development of the techniques of historical research and the preparation of papers which require these tech-

niques; the interpretation of history, as illustrated by major historians; the evaluation of historical writings through professional journals and the method of the book review; and familiarity with the more recent expansion of the field of history. Students are admitted with the consent of the Department Chairman and the Director of the Seminar.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Melville

HISTORY 26. American Government—The Federal System.

The Constitution of the United States is studied in detail as the basis of the Federal System. Topics of study include the development of the democratic process in America, the organization, power, procedures, function, services and finances of the United States government.

Three periods weekly for one semester.

3 semester hours credit.

Mr. Doiron

HISTORY 61. Latin American History.

The early history of the American areas originally brought into the orbit of western civilization by the Spanish and Portuguese will be studied with particular emphasis on the culture and ideology and on comparisons with the English and French areas of colonization. In the study of nationalism in Latin America, particular attention will be paid to the struggles of the modern Latin American republic to attain political stability, economic strength and cultural progress.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Herrick

HISTORY 63 A. British Political History: Modern Era.

This course concerns itself with the political development of England and the British Empire from the accession of the Stuarts to the present day. Chronologically parallel to the survey of American history, the course stresses those factors which show the relationship of American-British development in modern times. Although primarily concerned with political factors this survey does not exclude economic and social factors, particularly when the history of ideas is at issue.

3 semester hours credit.

Prof. Melville

HISTORY 65. History of Europe Since 1870.

A study of the background and consequences of two world wars. Special attention is given to those factors significant in shaping the contemporary European scene.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Husek

HISTORY 69. Ancient History.

This course is concerned with the prehistoric ages, the early civilizations and the rise of Greece and Rome to the end of the fifth century. Some attention will be paid to the cultures, the economic, political and social institu-

tions which were developed, and the significant contributions of these civilizations to world history.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Foth

HISTORY 107. Contemporary Affairs.

Current sociological, economic, political, military, and scientific events are studied in publications and by means of television and radio broadcasts. The course attempts also an evaluation of the impact of science on contemporary society.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Bates

HISTORY 109. The Far East.

This course deals primarily with the history of China and Japan during the last century. Some consideration is also given to the problems of the Philippines, Indonesia, Southeast Asia, India, and Australia.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Bates

HISTORY 111. International Relations.

Following a consideration of the basic factors in international relations, the development of the western state system; and the principles of balance of power, nationalism, and imperialism, the course covers the establishment of international organization in modern times and the post-war regional organizations. Each student makes a study of the contemporary international problems of a country or region.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Fiore

HISTORY 115. History of Massachusetts.

The English background of the Pilgrims and Puritans; the Plymouth Colony and Massachusetts Bay settlements, Puritanism and the Massachusetts theocracy, Massachusetts in the Provincial Period and the American Revolution. In addition to a consideration of political history, Massachusetts is studied in the national period in terms of constitutional development, population shifts, industrial growth, the effects of immigration, and the economic changes of the twentieth century. The organization of the state government and the constitution are also studied. Much use will be made of primary source materials in developing the course.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Fiore

HISTORY 119. History of Russia.

A survey of the early period as background for the emergence of modern Russia. Emphasis is placed on the political, economic, social and intellectual developments which resulted in the establishment of the Soviet state. An analysis of available evidence for a better understanding of the political structure and the domestic and foreign policies of the present regime.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Husek

HISTORY 121. Seminar in American History and Historiography.

This course is designed primarily for senior history majors who contemplate doing graduate work in the field. The student will be introduced to the standard source materials for each major period in United States history, will be introduced to the various interpretations or approaches to historical problems and will be encouraged to do some independent research in assigned areas. Admission is with the consent of the Department Chairman.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Fiore and Staff

LIBRARY SCIENCE

Beatrice Bouchard, Chairman, Associate Professor; Cora Vining, Asst. Professor; Mary Gloster, Instructor; Olive Lee, Instructor.

LIBRARY 23. Children's Literature.

This course covers the reading interests of children from pre-school years through the elementary grades with emphasis on the contribution that reading can make toward the process of growing up; criteria for evaluation and analysis of children's books; types of books available today, considered in terms of the needs, interests, and abilities of children. Topics covered are: history of literature for children; illustrators; folktales; myths; modern fanciful tales; fiction; poetry; books in special fields such as history, science, travel.

Two periods weekly for one semester.

2 semester hours credit.

Assoc. Prof. Bouchard

LIBRARY 25. Literature for Young Adults.

A survey of literature for the adolescent designed for junior and senior high school teachers and librarians; a brief history of the development of this literature, evaluation of publishers, and psychology of the adolescent reader.

Three periods weekly for one semester.

3 semester hours credit.

Miss Gloster

LIBRARY 53. Use of the Library in Junior and Senior High School.

This course aims (1) to give a knowledge of reference books, trade books, periodicals, bibliographies, and other aids to effective teaching and library work; (2) to make known the sources available for the complete preparation of the teaching units of the junior and senior high school curriculum; (3) to give a knowledge of sources that meet the reading interests and supplement the areas of study of the various age groups.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Miss Gloster

LIBRARY 57. Use of the Library in the Elementary School.

This course is an introduction to the general reference literature, including basic reference procedures in meeting reference problems; to the principles and practices of book selection; and gives a knowledge of sources that

meet the reading interests and supplement the areas of study included in the elementary school curriculum.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Staff

LIBRARY 103. School Library Techniques in Junior and Senior High Schools.

This course deals with organization, equipment, and administration of a junior or senior high school library. Topics covered are cataloguing, classification, and principles of management as applied to a junior or senior high school library.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Prof. Vining

LIBRARY 107. The Elementary School Library.

This course cover techniques and practices in simplified cataloguing and classification and principles of management as applied to the organization, the equipment, and the administration of an elementary school library.

Three periods weekly for one and one-half semesters.

4. 5. semester hours credit.

Asst. Prof. Vining

Assoc. Prof. Bouchard

MATHEMATICS

George H. Durgin, Chairman, Associate Professor; Leo Harrington, Assistant Professor; Henry Mailloux, Assistant Professor; Frederick L. Wood, Instructor.

MATHEMATICS 1. College Algebra and Trigonometry.

This course comprises a brief review of elementary algebra, theory of exponents, quadratic and radical equations, binomial theorem, progressions, and Horner's method of solving equations of high degrees; the solution of right and general triangles by trigonometry, radian measure, trigonometric equations and formulae for use in integral calculus. Principles are applied to field work in surveying.

Three periods weekly for two semesters.

6 semester hours credit

Asst. Prof. Harrington

MATHEMATICS 3. Basic Mathematics for General Education.

Emphasis is placed on the principles and applications of elementary mathematics.

Three periods weekly for one semester.

3 semester hours credit.

Staff

MATHEMATICS 21. Analytic Geometry, Graphical Analysis, and Introduction to Calculus.

The equations and loci of straight line and conic sections, polar coordinates, tangents and normals, plotting and analysis of higher plane curve and asymptotes, and the elementary principles of limits and introduction to differential calculus.

Three periods weekly for two semesters.

6 semester hours credit.

Assoc. Prof. Durgin

MATHEMATICS 51. Differential and Integral Calculus.

This course includes differentiation of algebraic, trigonometric and logarithmic functions; the integration of many types of functions including integration by substitution, by parts and by use of partial fractions, as well as the use of integrals to compute areas, lengths or curves, volumes and work and pressure.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Durgin

MATHEMATICS 55. Mathematical Analysis.

The main purpose of this course is to permit the students to view mathematics as a coherent structure rather than a series of unrelated operations. With this goal in mind the properties of the natural numbers will be studied including a treatment of the concepts of the greatest common divisor and the least common multiple. Euclid's Algorithm and Fermat's factorization of a composite number will be covered. From the natural numbers the course will proceed to investigate the real number family and its unique plot on the linear continuum. Finally, the complex numbers will be investigated. The last quarter of this course will be devoted to a consideration of permutations, combinations, and probability as an introduction to statistics.

Prerequisite: A grade of "B" or better in Mathematics 3.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Mr. Harrington

Mr. Wood

MATHEMATICS 101. Advanced Calculus with Introduction to Differential Equations.

This course includes the determination of lengths of curves, areas, volumes, (in rectangular and polar coordinates), improper integrals, changing limits, methods for solution of linear differential equations of the first order as well as homogeneous and exact (including determination of the integrating factors, to make them exact), Bernoulli's and linear equations of the higher order.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Mr. Wood

MUSIC

Walter L. Mayo, Chairman, Assistant Professor; Majorie E. Hayward, Instructor; Dorothy Ferry, Instructor.

MUSIC 3. Music in Physical Education.

The aim of this course is to give the students a knowledge of the fundamentals of music in elementary theory. Special emphasis is given to rhythm in music, and its use in physical education.

Two periods weekly for one semester.

2 semester hours credit.

Asst. Prof. Mayo

MUSIC 7. Music Appreciation.

History and appreciation of music are combined with a study of the different forms, from the pre-classical period of Bach and Handel to the modern period. Emphasis is placed upon intelligent listening to music of

various composers, with a knowledge of their nationality, style of writing, contributions to vocal or instrumental composition, and their importance to the growth and development of music.

Two periods weekly for one semester.
2 semester hours credit.

Mrs. Hayward

MUSIC 21. Music Theory.

This course includes the fundamentals in music necessary as a background for music methods for elementary teachers, including major and minor keys, with their scales; intervals; the arithmetic of music in simple and compound times; chromatics; and experience in sight singing through a knowledge of note reading.

Three periods weekly for one semester.
3 semester hours credit.

Asst. Prof. Mayo
Miss Ferry

PHYSICAL SCIENCES

T. Leonard Kelly, Chairman, Professor; Otis E. Alley, Professor; George A. Weygand, Assistant Professor; Joseph Pagano, Instructor; Margaret Souza, Instructor.

The department has as its main objective the preparation of secondary school teachers in the physical sciences. The courses in chemistry and physics are designed to impress upon the candidate what a physical scientist does, how it is done, and why it happens. The survey courses strive to acquaint the student with the attitudes of the scientist through those readings which have become the classics of science.

Freshman	Credit	Sophomore	Credit
General requirements	21.5	General requirements	20.5
Chemistry 1	8	Physics 24	8
Mathematics 1	6	Mathematics 21	6
Junior	Credit	Senior	Credit
General requirements	18	General requirements	22
Chemistry 81 or 82	6	Chemistry 81 or 82	6
Physics 81 or 82	6	Physics 81 or 82	6
Mathematics 51	4.5	Mathematics 101	4.5

CHEMISTRY

CHEMISTRY 1. College Chemistry.

This is a course in theoretical college chemistry with emphasis on properties in relation to structure and physical laws.

Three lecture periods and one 2-hour laboratory period for two semesters.
8 semester hours credit.

Prof. Kelly

CHEMISTRY 2. General Chemistry.

This is a terminal course for Biology Majors. Special attention is given to the physiological implications of molecular composition and structure as related to living forms.

Two lecture periods and one 2-hour laboratory period weekly for two semesters.

6 semester hours credit.

Mr. Pagano

CHEMISTRY 23. Introductory Chemistry.

This course is an introduction to the principles of general chemistry with emphasis on applications in the field of physical education.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Prof. Alley

CHEMISTRY 81. Organic Chemistry.

This course is an introduction to the theory and preparation of organic types. Properties are related to structure. Special emphasis is placed on the chemistry of food and nutrition. Chemistry 1 and Physics 24 with a grade of C or better are prerequisites.

Three lecture periods and one 3-hour laboratory period weekly for one and one-half semesters.

6 semester hours credit.

Prof. Kelly

CHEMISTRY 82. Inorganic Analytical Chemistry.

This is a course in both qualitative and quantitative analysis. The qualitative employs semi-micro procedures to teach the physical chemistry of solutions and chemical equilibrium. The quantitative includes the principles and practice of both volumetric and gravimetric analysis. Chemistry 1 and Physics 24 with a grade of C or better are prerequisites.

Three lecture periods and one 3-hour laboratory period weekly for one and one-half semesters.

6 semester hours credit.

Prof. Kelly

PHYSICS

PHYSICS 21. Physical Science.

This is a lecture and demonstration survey course accenting the cultural and practical aspects of modern science.

Three periods weekly for two semesters.

4 semester hours credit.

Staff

PHYSICS 22. General Physics.

Since this is a terminal course for Biology Majors, special attention is paid to the laws and theories applicable to living forms. Prerequisites: One year of college mathematics and one year of General Chemistry with grades of C or better.

Two lecture periods and one 2-hour laboratory period weekly for two semesters.

6 semester hours credit.

Mr. Pagano

PHYSICS 23. Mechanics.

This is an introduction to the principles of mechanics with emphasis on applications in the field of physical education.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Prof. Alley

PHYSICS 24. College Physics.

Here we present a study of the six major fields of physics, viz., mechanics, heat, sound, magnetism, electricity, and light, with emphasis on problem solving as a means of understanding. Prerequisites: one year of college mathematics and one year of college chemistry with grades of C or better.

Three lecture periods and one two-hour laboratory period weekly for two semesters.

8 semester hours credit.

Asst. Prof. Weygand

PHYSICS 81. Radiation.

Selected phenomena from the fields of heat, light, and electricity in which electro-magnetic radiation is involved are studied from a theoretical and practical viewpoint. Prerequisites: Physics 24 and Chemistry 1 with grades of C or better.

Three lecture periods and one 2-hour laboratory period weekly for one and one-half semesters.

6 semester hours credit.

Prof. Alley

PHYSICS 82. Electricity and Electronics.

Theories and practical applications of electrical phenomena in electricity as they apply to both direct and alternating currents are developed from a modern point of view. Some of the basic phenomena of electronics are also included in the course. Prerequisites: Physics 24 and Chemistry 1 with grades of C or better.

Three lecture periods and one 2-hour laboratory period weekly for one and one-half semesters.

6 semester hours credit.

Prof. Alley

SOCIOLOGY

Rose H. O'Connell, Assistant Professor, Chairman; Charles Hawkins, Instructor.

SOCIOLOGY 53. An Introduction to Sociological Analysis.

The aim of this course is to acquaint the student with the patterns of group behavior which are basic to all societies, and to give some familiarity with the tools which make it possible to study such patterns comparatively. Material will be taken from studies of small, simple societies and from studies of limited aspects of the large, complex societies of the modern world.

Three periods weekly for one semester.

3 semester hours credit.

Asst. Prof. O'Connell
Dr. Hawkins

SOCIOLOGY 103. Senior Seminar in Sociology.

The aim of the senior seminar in sociology is to give the student a broad view of the basic concepts and problems which are engaging the attention of the sociologists today. The first sixteen weeks will be devoted to extensive, rather than intensive, reading in the field, and to group discussion. The last eight weeks will be devoted exclusively to the solution of some simple, single research problem in which the whole group will engage.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Professor O'Connell

SPEECH

Miriam M. Reinhart, Chairman, Professor; Robert Barnett, Assistant Professor; Patricia Burt, Instructor.

SPEECH A. Speech Improvement.

At the beginning of the school year the Speech Department holds a conference with all incoming freshmen, and assigns those students needing vocal or articulatory help to "Speech A" sections. In order to enable these students to receive maximum help at maximum speed, sections do not exceed an enrollment of six, and meet three times weekly.

The length of the course varies from student to student. As soon as the student satisfies the instructor that he has met "Speech A" requirements, he is permitted to discontinue the course. Permission to "practice teach" during the Junior year is not granted until the "Speech A" requirements have been met.

No credit.

Prof. Reinhart

SPEECH B. Training for Speech Helpers.

Students who express interest, reveal appropriate skills and attitudes, and are willing to give Speech help regularly for at least an eight week period, are eligible for "Speech B."

"Speech B" meets a minimum of one hour weekly for study purposes, and is supplemented with at least an equal amount of time in which the student gives Speech help to other students.

No credit.

Prof. Reinhart

SPEECH 3. Fundamentals in Oral Communication.

Projects in speaking, discussing, and reading orally are geared to developing attitudes, skills and understandings appropriate for effective oral communication in a democratic society.

Two periods weekly for one semester.

2 semester hours credit.

Staff

SPEECH 103. Oral Communication in the Classroom.

Participation in a wide range of oral activities is geared to developing an understanding of, and skills in (a) communicating effectively, (b) evoking effective communication from others, and (c) stimulating creative oral interaction during the "total" teaching-learning process.

Two periods weekly for one semester.

2 semester hours credit.

Staff

